



Millgate
School

SEND Policy

The SEND Policy aims of Millgate School are based on the aims stated in the LA's guidance for SEND, Local Offer and guided by the revised SEND Code of Practice. We aim to work with the LA to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need and to provide access to a broad and balanced and relevant curriculum for all pupils.

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Statement of Intent

We are committed to inclusion, meeting individual needs, and the provision of the highest quality of education for all pupils. Following the SEND Code of Practice (2014) we believe that every child is entitled to an education that enables them to make progress so that they:

- Can achieve their best
- become confident individuals living fulfilling lives,
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Linked policies

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2014 and in line with the LAs local Offer. It has also been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE Feb 2013
- Safeguarding & Child Protection Policy

- Schools SEN Information Report Regulations (2014)
- SEND Code of Practice 0-25 Sept 2014
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Teachers Standards 2012
- The National Curriculum in England document Sept 2013

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for the SEND Policy.

Aims

The SEND aims of Millgate School are based on the aims stated in the LA's guidance for SEND, Local Offer and guided by the revised SEND Code of Practice. We aim to work with the LA to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need and to provide access to a broad and balanced and relevant curriculum for all pupils.

We aim to work with the LA to;

- Ensure that a student with special educational needs should have them met in the most suitable educational establishment.
- Ensure that all students are offered full access to a broad, balanced and relevant curriculum.
- Ensure appropriate resources are available for all.
- Ensure that no student is excluded from any activity or opportunity because their needs cannot be met.
- Ensure the views of students, carers and other agencies are listened to and taken into account when assessing and supporting the learning of the student.
- Ensure that all documentation relating to the education of a student are reviewed and monitored regularly.
- Ensure that the present and future well-being and education of the student is paramount during any decision making process.

Millgate School has created an environment where the emotional support and development for all students is paramount.

Education is the key aim of any school, however within our federation the lack of social skills and low levels of emotional literacy as students embark on their learning journey impacts on their ability to engage in the education provision on offer. The holistic approach at the schools, both for students and their families is of the utmost importance. We offer students support through creating an environment that is nurturing, engaging, structured and challenging allowing the students to feel included in the community of school. Each student's timetable allows for support at a crucial time to minimise the impact of negative influences through facilitating mentoring, counselling and specific therapy. This approach enables the students to fulfil their emotional and academic potential. We are consistent in our rules and expectations and we celebrate all students' successes, however small. Our federation believes in educating and nurturing the whole person through a holistic multi-

agency approach. The schools apply a consistent approach of high expectations, discipline and a sense of caring, leading to raised self-esteem and self-confidence and ultimately more successful outcomes. Our aim is to enable our students to access quality learning in a supportive environment, with opportunities for robust careers and employability training including placements and FE college links where they can experience positive learning situations with their peers from other schools.

As all Millgate School pupils have a current EHCP (or Statement), this policy is of paramount importance and directly affects organisation, group size, content and presentation of the curriculum, resourcing, staff development and skills, links with parents and other agencies, assessment, monitoring and reviewing. All of these normal school activities are considered within the context of meeting the special educational needs of our pupils. It is the aim of the schools to meet the special educational needs as specified in Part B of the pupil's EHCP through making available the provision detailed in Part F of the EHCP. Progress towards achieving set outcomes in Part E of the EHCP, which form part of every pupil's individual programme of educational support, is through the effective implementation of this policy.

Admissions

Millgate School is a co-educational specialist setting for up to 125 learners with Social, Emotional and Mental Health Needs. Ranging from Years 5 to 11. All students have an Education, Health and Care Plan (EHCP).

Admission is via the Local Authority Special Education Service (SES) who formally consult the Executive Head Teacher and Director of Schools to see if there is an available and appropriate place. Many students have associated difficulties such as ADHD, Conduct disorder, Attachment difficulties and occasionally ASD. Students will have a variety of needs from the below categories but placement is based on a primary need for Social, Emotional and Mental Health needs.

SEN categories provided for at Millgate School:

- Social Emotional and Mental Health
- Cognition and Learning needs
- Communication and interaction difficulties Sensory needs or Physical difficulties

Management of SEND in School.

All staff are teachers of special needs. In line with the revised Code of Practice the SENCO is responsible for:

- Overseeing the day to day running of the policy
- Co-ordinating provision for pupils with specific special educational needs
- Liaising with and advising teachers and other staff
- Overseeing the records on all pupils (with the support of other members of SLT)
- Liaising with parents of pupils
- Liaising with external agencies
- Contributing to the in-service training of staff where appropriate

The Head Teacher, Executive Head Teacher and the Advisory Board have delegated the responsibility for the day to day running of the policy to the SENCo in association with the Advisory Board member with interest in SEND. However, support from key members of the SLT and the Executive Head Teacher are critical in ensuring all staff prioritise the meeting of the needs of our students. While all staff support students with SEND we have dedicated SEND and Welfare team consisting of:

- Deputy Head
- SENCo
- Inclusion Managers
- Phase Leaders
- Family Support Team
- HLTAs and Intervention Team
- Behaviour and Relationships Team

Partnership with Parents and carers

Both schools aim to work in partnership with parents/carers enabling and empowering them through:

- Giving parents opportunities to play an active and valued role in their child's education
- Making them feel welcome
- Encouraging them to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Allowing parents/carers opportunities to discuss ways in which they and the school can help their child
- Keeping parents informed and giving support during assessment and any related decision making process about SEND provision

Involvement of Pupils

We endeavour to fully involve pupils wherever possible in making decisions and exercising choice through including pupils in

- Identifying their own needs and learning about their own learning
- Individual target setting across the curriculum
- The self-review of their own progress and in setting new targets
- Formal reviews providing evidence for meetings and attendance at review meetings

Curriculum Access and Provision

All pupils may be identified as having special educational needs. Heads of Department, teachers and TAs provide for these needs in a variety of ways this may take the form of:

- Curriculum provision and differentiation

- Differentiated resources
- Contribute to the annual/transitional review process
- In class support for individual students and small groups
- Individual/small group withdrawal
- PSPs
- My Plans and Risk Assessments
- Personalised Educational Programmes
- Off-site, external and extended school placements
- Work Experience
- Key Worker interventions

Identification and Assessment

All pupils arrive at Millgate School with an EHCP.

Original needs outlined will be met, and all staff will remain vigilant to ensure any newly observed needs are met as quickly as possible. Staff continually monitor for 'identifiers' for pupils who may have developing other special educational needs, perhaps including those **not** outlined in their EHCP. These include;

- Analysis of data including baseline assessment, SATs, reading analysis, spelling analysis, academic assessment, Educational Psychologists reports, behaviour tracking, FFT data, use of criterion referenced checklists.
- Initial teacher assessment of student's levels and subsequent progress tracking.
- Following up staff concerns
- Following up parental concerns
- Tracking individual progress over time
- Liaison with previous school
- Bereavement/social difficulties
- Information provided from other services and agencies

It is the role of the SENCO with the support of key members of the SLT to see that any assessment that is required will take place, or any additional support or referral occurs.

Special Provision

Due to the expertise and specialist settings at Millgate School, we are able to offer many different kinds of support for individual students. Staff are encouraged to participate in relevant training related to the developing needs of the young people attending the school. CPD and INSET opportunities are regularly reviewed as part of the professional development process.

The amount of support a student accesses will vary depending on their individual requirements outlined in their Education, Health and Care Plan and in discussion with those who know the young person well. These may include: My Plans based on agreed packages of support and including RPI information

- Individual support from staff
- Behaviour support room
- Support for health needs
- Specialist teaching support
- Targeted social and emotional support
- Counselling
- Mentoring
- Support for communication needs both in the classroom and from other professionals
- Adaptions and differentiation during lessons
- Bespoke timetables and the provision of off-site learning experiences
- Daily and Weekly incentive offers
- Regular opportunities for learning outside the classroom
- Specialised literacy and numeracy support programmes
- Breakfast, lunch and after school clubs
- E-Safety session
- Education Welfare support
- Administration of medication
- Vulnerable students targeted groups
- School nurse drop in health care sessions
- Trained first aiders

Residential Care and Extended day care

Millgate School offers residential care and both schools offer extended day care to support young people's holistic learning.

Residential Care at Millgate School may be suitable for young people who:

- Would benefit from a 24 hour curriculum
- Have experienced difficulties in their homes or their community
- Would benefit from some nurture and positive role models
- Are experiencing turbulence in their social settings

Extended day care during residential activities may be suitable for young people who:

- Would benefit from a different kind of balance between school and home life and access to a variety of activities
- Our students will be encouraged to follow any hobbies or interests they already have and staff will encourage young people to develop new interests and activities. We provide a wide range of activities on site and will facilitate involvement in local sport and recreational facilities i.e. football, swimming, music lessons, scouts, army cadets, pottery, arts and crafts, etc.

Links with Educational Support Services

We aim to maintain useful contact with education support services. Our pupils may have support from one or more of the following agencies:

- Educational Psychology Service
- Special Needs Teaching Service
- Special Education Service
- Learning and Autism Support
- EWO
- Connexions
- Virtual Schools

The SENCO will maintain links with other SENCOs through the SENCO network.

Links with other Services/Schools/integration Links

Effective and professional links will also be maintained with:

- Community Health Service
- Social Care and Safeguarding
- LSCB
- Educational Welfare Service
- Educational Psychology
- Children and Mental Health Service (CAMHS)
- School Health services including School Nurse services
- Complex Learning, Communication and Interaction Support Team (CLCI)
- Speech and Language Therapy Service
- YOS
- Visual or Hearing Support (VST/HST)
- ADHD Solutions
- Local Mainstream schools (Via EIP) Other special schools (Via CLASS)

INSET

All new staff receive induction with respect to the SEND policy from SLT and the SENCO when they start working at Millgate School. In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. This is specified in the SKIP.

This training will be sourced and co-ordinated by the SLT and supported as required by SENCO, accessing a range of support services where required.

Success Criteria

The Advisory Board will include information on the implementation of this policy, and on any changes to it, in the annual report to parents.

We have identified the following success criteria to evaluate the effectiveness of the policy:

- All concerns are followed up within 2 weeks via recorded staff concerns
- All teaching staff are aware of the objectives and requirements as set out in EHCP's and informed as and when they change
- Parents are informed about all expressions of concern
- All pupils have subject and other targets regularly reviewed
- All pupils are aware of their targets
- All staff are aware of pupil targets
- All targets are SMART and are written in accessible language
- Parents/carers are informed of their child's targets
- All teachers and staff are aware of SEND procedures
- All teachers' weekly planning shows evidence of differentiation
- There is evidence of pupil progress over time
- SEND issues are included in staff development planning
- All staff are aware of their responsibilities

Resources

At Millgate School we believe that staff are our biggest resource and as such all staff are part of a regular and rolling series of CPD sessions through weekly INSET, external training and development opportunities. The Head Teacher manages the whole school budget allocating training and resources and disseminating responsibility as required through the Senior Leadership Team.

Complaints

If there are any complaints relating to the provision of SEN these will be dealt with in line with our School's Complaints Policy.

Relationships with other policies:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2014 and in line with the LAs local Offer. It has also been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE Feb 2013
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Monitoring and Evaluation

This policy will be monitored and evaluated by the Deputy Head, in collaboration with the SENCo and reviewed by both to be put forwards to governors with any amendments annually. This policy was approved by the advisory board in June 2023 and is due for review in September 2024.